PRINCE
ALFRED
COLLEGE

Reconciliation Action Plan

2026-2027

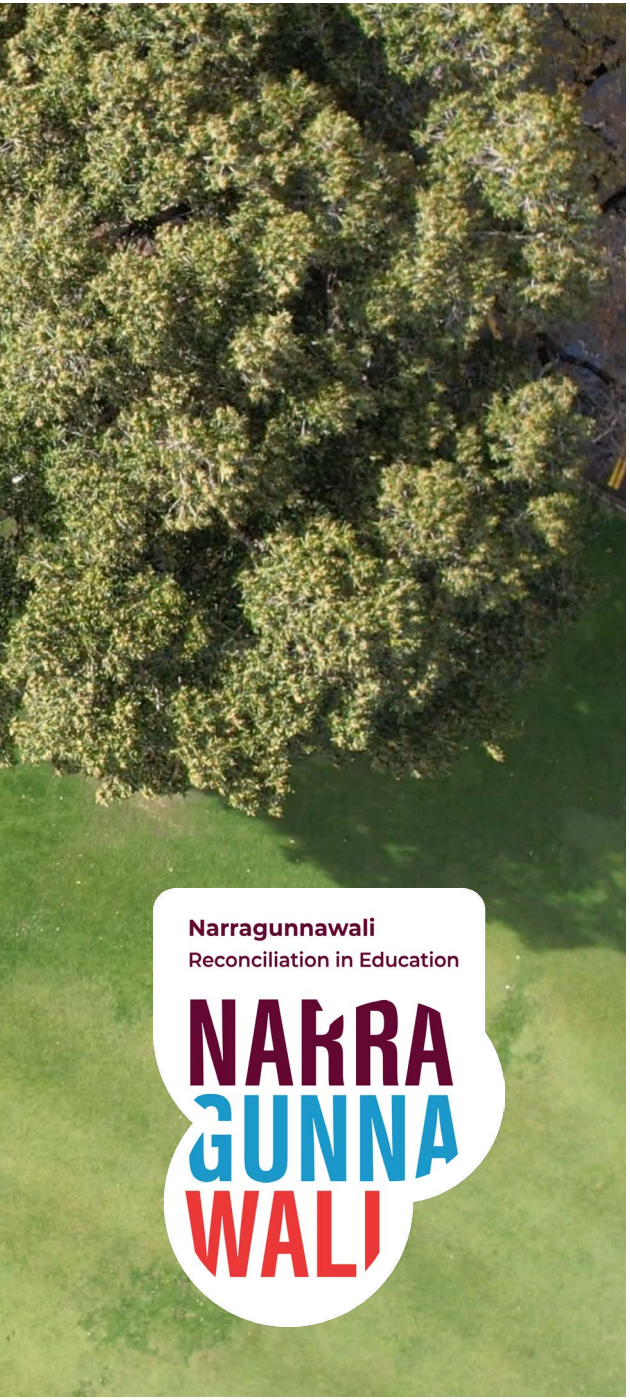




Acknowledgement of Country

"Miyurna, yarta, ngadlu tampinthi".
We recognise the People and their Land. (Kaurna Yerta)

We acknowledge the Kaurna people as the Traditional Custodians of the land upon which Prince Alfred College stands, and we extend our respect to all Aboriginal and Torres Strait Islander people. We look to them for leadership and guidance in making Australia a place that honours its history, a place committed to truth-telling, voice, and treaty.



Vision

Prince Alfred College respects Aboriginal and Torres Strait Islander peoples of Australia and honours them as belonging to the oldest continuing culture in human history.

Our vision for reconciliation stems from our acknowledgement of the significance of Aboriginal and Torres Strait Islander cultures and histories, which continue to shape Australia today.

It is the mission of Prince Alfred College to develop boys into well-rounded young men of character, who are prepared to contribute positively to society. We commit ourselves to being a community that celebrates Aboriginal and Torres Strait Islander cultures, encouraging shared pride that fosters a stronger sense of identity.

We are dedicated to sustaining and developing the College as a community of students, parents, staff, Old Scholars and friends who have shared responsibilities in the education process. This includes providing rich learning opportunities that will strengthen the knowledge and understanding of the wonderful diversity within and across Australia's First Peoples.

Prince Alfred College embraces all opportunities to build stronger relationships with Aboriginal and Torres Strait Islander families and community members. We will evidence this by listening, learning, providing equal and equitable opportunities, and demonstrating love in action.

About the Art Design

‘Songlines’ is an artwork created by our Year 6 students that was unveiled with the opening of the new Preparatory School in April 2026. This artwork stands as a lasting symbol of storytelling, connection and respect, created by students for the community they are about to leave and those who will follow.

Guided throughout the process by Year 7 Indigenous student Hugo, the Year 6 boys were encouraged to explore how art can be used to share personal stories, experiences and perspectives. Through colour, symbols and patterns, each student contributed their own voice to the final artwork, resulting in a piece that reflects both individuality and unity.

Hugo played an integral role in mentoring the younger boys, generously sharing his knowledge of Indigenous art practices and the importance of storytelling. Reflecting on the experience, Hugo said, “I really enjoyed sharing what I know about Indigenous art and helping the Year 6 boys tell their own stories. Seeing their ideas come together into one artwork was really special.”

The project was made possible through the dedicated support of Art teacher Kellie McCauley, Aboriginal Program Coordinator Ben Lewis and Uncle John, whose guidance ensured the process was authentic, respectful and enriching for all involved.



Headmaster Commitment Statement

Niina Marni (Are you good?)

Our Reconciliation Action Plan represents our deep commitment to honouring the knowledge, customs, history, traditions and culture of Aboriginal and Torres Strait Islander peoples.

As a leading educational institution, we task ourselves with developing young men of good character and purpose. Our ongoing commitment to reconciliation forms a critically important opportunity to educate and enrich the development of students through the pillars of relationships, respect and opportunities.

Reconciliation is about so much more than building knowledge and awareness. It is about embracing new and different ways of thinking, creating safety and belonging for all members of our community, working consultatively with key stakeholders (particularly our students) to imagine the shape of our future and taking principled action to bring our imagined future into the sphere of everyday schooling in ways that are meaningful. Our RAP, using the Narragunnawali framework, is a roadmap for cultural and institutional leadership which invites all members of the community to participate.

The ongoing work of reconciliation is driven by our RAP Committee: Uncle John Lochowiak (respected Elder and cultural advisor), Hugo Mallet (Year 7), Henry Reid (Year 11), Noah Reid (Year 8), Oliver Crocker (Year 12), Caleb Thomas (PAC Old Scholar), Melanie Garland (Director of the ELC) and Jessica Catt (ELC Educator), Kate Pulford (College Archivist), Fiona Howat and Stephanie Walker (Preparatory Educators), Karen Schoff (Association of Independent Schools SA), Monica Magann (Careers Advisor), Liza McNally (Director of Marketing & Community Engagement), Phil Noble (Director of Boarding), Ben Lewis (Aboriginal Program Coordinator), Georgie West (Deputy Headmaster: Head of Secondary School) and David Roberts (Headmaster).

All members of our community are warmly invited to read our 2026/27 RAP and to participate in our journey of reconciliation.

David Roberts
Headmaster





RECONCILIATION ACTION PLAN - ACTION PLAN DETAIL
2026/2027



RELATIONSHIPS - In the Classroom

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Aboriginal and Torres Strait Islander People in the Classroom - Commit to inviting Aboriginal and Torres Strait Islanders (Elders, teachers, performers) to share in the classroom and extend invitation to Aboriginal and Torres Strait Islander students to be part of the community.	Ongoing	Curriculum Leaders Pastoral Leaders Heads of School
Early Years Learning Framework - • Support educators to embed Aboriginal and Torres Strait Islander perspectives in philosophy and practice. • Ensure ELC outdoor upgrade has visible symbols. • Facilitate more regular visits to ELC from senior indigenous students	Term 1-2 2027	ELC Director Aboriginal Program Coordinator
Embed Aboriginal and Torres Strait Islander perspectives authentically across learning areas in Preparatory Classrooms - • Incorporate regular Yarning circles to foster student voice, listening and reflection. • Integrate First Nations storytelling, music, dance, art and cultural knowledge into teaching and learning programs.	Ongoing	Teaching Staff Inclusive Education Coordinator
Opportunities for Aboriginal and Torres Strait Islander Students and Children - Provide opportunities to celebrate cultural heritage through: weekly Monday meetings in the Knowledge Centre, experiential opportunities for eg. trip to Garma Festival, support through AISSA mentoring program, and Yaitya Tita program engagement.	Term 1 onwards	Aboriginal Program Coordinator Deputy Headmaster/Head of Secondary School
Embed Aboriginal and Torres Strait Islander ways of knowing – Maintain access to the Aboriginal and Torres Strait Islander Knowledge Centre. Utilise the Knowledge Centre for Aboriginal and Torres Strait Islander led workshops and incorporate Indigenous perspectives.	Ongoing	Aboriginal Program Coordinator Uncle John Lochowiak



RELATIONSHIPS - In the School

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Reconciliation Projects - • Provide opportunities for staff, students and community to collaborate on whole-school projects. • Generate on-country opportunities for staff and students. • Display more Indigenous artworks around the school. • Increase opportunities for two-way learning.	Ongoing	Aboriginal Program Coordinator Heads of School
Kaurna Naming Convention Framework - Embed Kaurna language and identity across campus. Consider use Kaurna seasonal concepts (Yitpi/Seed, Yurlu/Sprout, Wirra/ Forest, Mai/Fruit) to guide precinct identities across ELC, Preparatory and Secondary School	January 2027 onwards	Aboriginal Program Coordinator College Archivist Kaurna Language Authorities

RELATIONSHIPS - In the Community

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Welcome to Country - Invite a Traditional Owner to deliver Welcome to Country at the start of each school year and at times of significance throughout the year.	Ongoing	Aboriginal Program Coordinator Elders
Celebrate National Reconciliation Week (27 May - 3 June) • Plan whole school events to promote knowledge and understanding of Aboriginal and Torres Strait Islander culture and traditions. • Support Aboriginal and Torres Strait Islander students and community members to lead initiatives, promoting leadership and cultural expression.	May-June annually	Aboriginal Program Coordinator Heads of Schools
Create Stakeholder List - Maintain a list of local Aboriginal and Torres Strait Islander communities, organisations and key stakeholders.	Term 4 2026	Aboriginal Program Coordinator
Build Relationships with Community - • Continue maintaining and extending relationships with Aboriginal communities. • Maintain regular visits with Uncle John helping with cultural authority and extending relationships with Aboriginal Communities.	Ongoing	Aboriginal Program Coordinator Elder - Uncle John Lochowiak
Reconciliation Network - Establish external networks with groups committed to reconciliation. Strengthen engagement and outcomes through partnership connections.	Ongoing	Aboriginal Program Coordinator Deputy Headmaster/Head of Secondary School
Identify and facilitate opportunities to build relationships and connections with other schools.	2027	Aboriginal Program Coordinator
Build the capacity of Aboriginal and Torres Strait Islander students to share their cultural identity and demonstrate leadership in our community.	Ongoing	Aboriginal Program Coordinator Deputy Headmaster/Head of the Secondary School



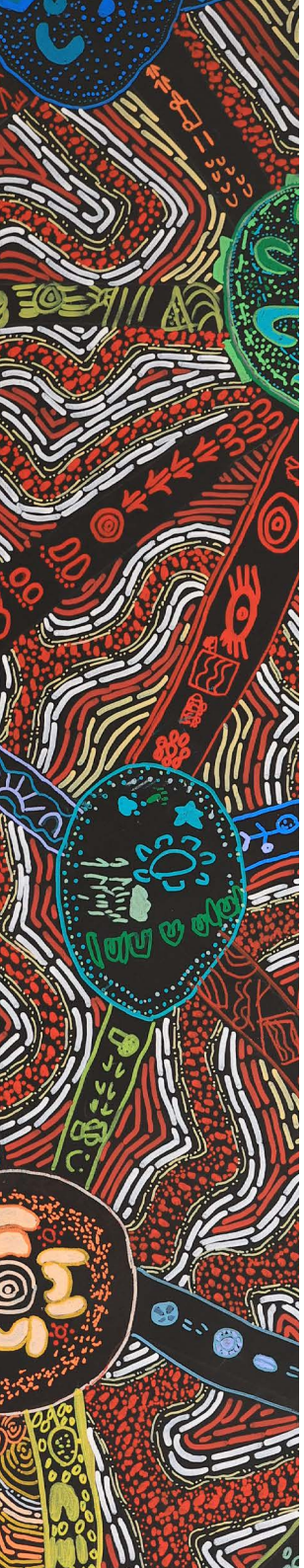


RESPECT- In the Classroom

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Explore Current Affairs and Issues - • Determine suitable contexts (subjects, pastoral care) for discussing issues with students - developing contemporary awareness of Indigenous culture and history. • Build staff capacity through engagement with Elders and Indigenous consultants.	Ongoing	Aboriginal Program Coordinator Pastoral Care Leaders Curriculum Leaders Elders

Respect - In the School

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Acknowledgement of Country - • Develop guidelines to ensure Acknowledgement of Country is included at all appropriate events. Develop protocol to understand the 'why' behind an Acknowledgement. • Develop electronic library of different ways to deliver Acknowledgement of Country for the Preparatory and Secondary Schools.	Term 4 2026	Aboriginal Program Coordinator College Executive College Council Elders
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures. • Fly/display the Aboriginal and Torres Strait Islander flags to demonstrate respect and promote a sense of community. • Promote Aboriginal and Torres Strait Islander perspectives through displays and resources. • Update our Indigenous Round sporting guernseys for 2027.	Term 2 2027	Aboriginal Program Coordinator Uniform Committee Headmaster
Take Action Against Racism - • Ensure appropriate learning activities are completed by all of the school. • Deliver pastoral care programs that address harm caused by racism. • Support students to understand historical contexts of systemic and interpersonal racism.	Ongoing	Pastoral Care Leaders Heads of School Deputy Headmasters – Prep and Secondary



Respect - In the Community

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Celebrate and attend events in the community of National Significance - including Reconciliation and NAIDOC Weeks and other culturally important dates.	Ongoing	Aboriginal Program Coordinator Heads of School
Identify community-led opportunities that celebrate and share cultural knowledge and build opportunities for all members of our community to have time and place to connect.	Ongoing	Aboriginal Program Coordinator Heads of School







Opportunities - In the Classroom



ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Curriculum Planning - • Incorporate Aboriginal and Torres Strait Islander histories and cultures into planning, development and evaluation. • Support new and current staff to access cultural awareness training in consultation with stakeholders to assist with the process.	Term 1 2027 onwards	Head of Professional Development and Boys' Education Academic Leaders Aboriginal Program Coordinator Director of People & Culture
Australian Professional Standards for Teachers - Support engagement with the Standards' focus on Reconciliation (Focus Area 2.4). Incorporate Indigenous perspectives into induction for all new staff.	Term 1 2027	Director of People & Culture Head of Professional Development and Boys' Education Aboriginal Program Coordinator Heads of School

Opportunities - In the School

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Inclusive Policies - Review and amend current policies to include and increase knowledge of Aboriginal and Torres Strait Islander people, histories and cultures. Ensure policies reflect reconciliation principles.	Term 1 2027	Aboriginal Program Coordinator Risk and Compliance Officer
Staff Engagement with RAP - Aboriginal Program Coordinator to provide regular updates about RAP and development opportunities for staff.	Ongoing (termly)	Aboriginal Program Coordinator Director People & Culture

Opportunities - In the Community

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Local Sites, Events and Excursions - Identify significant local sites when on excursions/tours.	Ongoing	Aboriginal Program Coordinators Teachers
Employment Strategy - Develop an Aboriginal and Torres Strait Islander employment and retention strategy. Increase opportunities for Aboriginal and Torres Strait Islander staff within the College.	Term 3 2027	Director People & Culture Deputy Headmasters
Support Aboriginal and Torres Strait Islander Owned Businesses - Increase procurement from Aboriginal and Torres Strait Islander businesses. Identify and engage with local suppliers and service providers.	Ongoing	Director of Corporate Services Finance Manager Procurement Manager Deputy Headmasters
Explore funding, scholarship and professional learning opportunities that support reconciliation initiatives for our community.	Ongoing	Aboriginal Program Coordinator Heads of School



Governance

ACTION ITEM	WHEN IT'S DUE	WHO'S RESPONSIBLE
Draft Terms of Reference for the RAP Consultative Committee	Dec 2026	Aboriginal Program Coordinator Director of Marketing and Community Engagement Deputy Headmaster/Head of Secondary School
RAP Consultative Committee to meet once per term to update and measure against progress and plan for the subsequent term. Schedule to be implemented by Aboriginal Program Coordinator	Each Term	Aboriginal Program Coordinator RAP Consultative Committee
RAP Consultative Committee to review, plan and prepare the 2027/2028 RAP document building upon the initiatives in this and earlier RAP documents	Term 3 2027	Aboriginal Program Coordinator RAP Consultative Committee
Prepare annual budget and resourcing schedules for subsequent year's initiatives	Term 4 2026	Aboriginal Program Coordinator Dep Headmaster/Head of Secondary School
Complete and submit the annual RAP Impact Survey to Reconciliation Australia	Quarterly	Aboriginal Program Coordinator


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